



Opportunities...

From your President Donna Kennebeck

I have been in the Early Childhood field for 22 years. I have heard many practitioners say, "That's not fair! Why? It's not enough.. They don't understand us..." We (as a field) have asked to be heard.

The opportunity is now. We have never, to my knowledge, ever been offered the opportunity to be heard at the statehouse that we had this past year. Countless early childhood professionals attended hearings with our state legislators concerning early childhood issues. They are listening. Because of the messages they heard, things happened this year. We have some changes coming.

Although, we do not always agree in our field on the implementation of the programs and policies passed in the legislature, we do have to admit, we have the attention of the state government. Investments are being made in children and families.

Now, the challenge is for the leadership of our field to collaborate and prove that we can work together and implement a strong successful early childhood system to support and sustain the on going quality initiatives, as well as, the new preschool bill. We must take advantage of the opportunity.

Thank you to all of the advocates for the hard work you do on a daily basis for children, families, and communities. It is the individuals who take advantage of the opportunities, who make the difference.

I encourage you to thank your legislator for their time and effort on behalf of children. For details go to www.everychildcountsiowa.org/?Advocacy_Resources

Mentoring is another rewarding opportunity. Bring someone into the profession by introducing them to the importance of being part of a professional organization.

Opportunities available as a member of the Iowa Association for Education of Young Children:

- * Access to current information and resources
- * Contact with peers who understand, support, and respect your career and who share experiences
- * Chance to share your skills, talents, knowledge with other professionals
- * Validation of career choice
- * Build new friendships
- * Sense of belonging to something bigger than yourself
- * Growth as an individual and as a professional
- * A stronger political voice
- * Stay fresh and inspired

(list adapted from *Why You Should Invest in Professional Membership*, Jeff A. Johnson)

Our jobs are difficult. If we truly want to do what is best for children and families, we need to stay passionate, inspired, and dedicated on a daily basis. That is what professionalism is all about. Education, journals, meetings, conferences, networking, and emailing can all contribute to keeping us empowered to do our personal best! Seize the opportunity! Thank you for the opportunity to be your President

Iowa AEYC Grants Due July 1, 2007

Grant	Purpose	Amount	Eligibility	Annual Deadline
Lois E. Dell	To assist early childhood programs in obtaining non-consumable materials used by the children.	Two \$125 annual awards	Regulated program Iowa AEYC member on staff	July 1

Iowa AEYC also has the following grants available, Accreditation Grant, Continuing Education, Iowa AEYC State Conference Scholarship, and Tony Lacy Iowa AEYC Membership Scholarship. To request an application contact Rhonda Bancroft, Membership Services Specialist at 515-331-8000 ext. 12 or email: rhonda@iowaaeyc.org.



Data on the New NAEYC Accreditation System

The first large group of programs is still working through the new NAEYC Accreditation system, so these numbers are preliminary. However, recognizing the interest in the new process, NAEYC wanted to provide the available data, which indicates the progress and improvements that thousands of programs are making through the new NAEYC Accreditation system. As of April 25, 2007:

- * 6,831 programs have enrolled in self study
- * 2,768 programs have been accepted as Applicants (step 2)
- * 749 programs have been accepted as Candidates (step 3). 166 programs, or 18 percent, were denied Candidate status
- * 17 programs have earned NAEYC Accreditation (step 4)

Iowa AEYC Election Results

Congratulations to:

Melanie Felton, Iowa AEYC President-Elect
and
Dee (Doreen) Stolze, Iowa AEYC
Vice President

Melanie will start her term as President-Elect in October. Dee is serving as the current Vice President of Iowa AEYC. She will start her second two year term in October.

If you are interested in serving on the
Iowa AEYC Governing Board
contact Rhonda at 515-331-8000 x 12
email rhonda@iowaaeyc.org

The Iowa Association for the Education of Young Children Newsletter is published quarterly. Articles published in this newsletter do not necessarily reflect the views of Iowa AEYC as a whole, they reflect the opinions of the authors who have written them. Articles for the Summer 2007 Newsletter are due August 1, 2007. Send articles to: Iowa AEYC, 5525 Meredith Dr, Ste F, Des Moines, IA 50310. Editor..Rhonda Bancroft



**IOWA AEYC ANNUAL STATEWIDE
CONFERENCE
OCTOBER 12-13, 2007
DES MOINES, IOWA**

the early childhood conference for professionals

Theme – Play.....the Missing Link

Discover play with us as we present over 100 workshops,
NAC approved sessions, exhibits, center tours,
infant/toddler model classroom and more!
Look for registration materials in August.

Keynotes:

Friday - Pamela Phelps

Keynote address: *Play: the Missing Link*

Breakout sessions: *I Am What I Imagine Myself to Be: Unleashing the Power of
Dramatic Play;*

How Children Become Literate and Successful in School

Saturday - Daniel Gartrell

Keynote address: *Misbehavior or Mistaken Behavior*

Breakout session: *Guidance with Boys*

Dan is a regular contributor to the NAEYC publication *Young Children*. Make sure and read his article in the May issue titled “*You Really Worked Hard on Your Picture*” *Guiding with Encouragement*.

For additional information contact Rhonda Bancroft at 515/331-8000 ext. 12

Email rhonda@iowaaeyc.org

Meet Your Iowa AEYC Governing Board

Donna Kennebeck
Des Moines, Iowa
Board Position—President
Iowa Health Systems Child Development Center
Teacher in two year old classroom

Dee (Doreen) Stolze
Ankeny, Iowa
Board Position—Vice-President
Chairperson of Accreditation Committee
Local Assessor for NAEYC Accreditation, Owner of
A+ Child Care Consultants, Presenter

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Board Position—Resources/Week of the Young Child
Children & Families of Iowa
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Executive Director

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Iowa Head Start State Collaboration Office
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Fort Dodge Chapter Rep.
Community Day Care & Preschool Ctr.
Kitchen Manager

Susan Gray
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4Cs Child Care Resource & Referral
4Cs Director

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Ames, Iowa
Board Position – ISU Student Chapter Rep.
Iowa State University
Student

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Mason City, Iowa
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North Iowa Community Action Organization
Head Start Program Coordinator

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Owner/Operator

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Board Position—SW Chapter Rep.
AFSCME/Child Care Providers Together
Organizer

Charles May,
Waterloo, Iowa
Board Position – UNI Student Chapter Rep.
University of Northern Iowa
Professor of Education

From Your Public Policy Chair

Emily Moriarity

Thank you to all our members for being voice for young children this legislative session. During this session we saw many gains through legislation and discussions at the state capitol around early childhood. Highlights from the session include statewide voluntary preschool program for four-year-olds (HF877), timely payment for child care assistance (SF601), \$16 mission for child care subsidy (HF909), dental screenings (HF906) and lead testing for children before they enter school (HF158). For more detailed information and an extended list of highlights regarding legislation that impacts children check out Every Child Counts website www.everychildcountsiowa.org. Continue to be a strong voice for Iowa's children by contacting your legislator during the interim this can be great opportunity to share more in-depth about issues, invite them to your child care program or agency, and thank your legislator for the work they do for young children.

On the federal level, the National Association for the Education of Young Children (NAEYC) officially kicked off the Week of the Young Child celebration with the sponsorship of a Senate resolution in its honor with support from members of both major political parties. This is the first time there has been a national proclamation for Week of the Young Child!

Let's continue to work together at the state and federal level to make a difference for our youngest Iowans and be a voice for important issues that impact children!

From the Iowa AEYC Executive Director

As a member of Iowa Association for the Education of Young Children, we are also members of the huge network of professionals through the National Association for the Education of Young Children. NAEYC is the world's largest early childhood education association, with more than 100,000 members and a network of nearly 450 local, state, and regional Affiliates (Iowa AEYC is an Affiliate of NAEYC). For more than 75 years, NAEYC has been leading efforts to promote high-quality early learning for all children from birth to age eight. High-quality early education in child care, schools, and after-school programs lays the foundation for school readiness, academic success, and adult achievement.

We are at an amazing time for early childhood education in our state. Just a few weeks after Governor Culver signed Iowa AEYC's Week of the Young Child proclamation, he signed the universal preschool bill into law on May 10. As the voluntary four-year-old preschool program is implemented, we as leaders and advocates have a very important role to play. As leaders in our profession, promoting high-quality early learning, we need to make sure that our expertise is at the table. YOU speak for children and families. YOU know the struggles that families face trying to piece together child care and early education which is high quality yet affordable and accessible. YOU understand the quality early learning that your program already offers. YOU can articulate the efforts you are making on quality improvements. YOU know the value of educated teachers and caregivers who provide consistent, responsive care over time. YOU know the need we have to appropriately compensate our field.

R.J. House defines leadership as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members". As professionals in our field, we are called to be leaders. We lead our classrooms, our programs, the chapter groups and committees. We lead the next generation of young early childhood professionals who look at us as role models. We serve as the voice for early childhood education in our communities and in our state.

As the preschool program is implemented, make sure you are offering the leadership and voice that only you can provide. Keep informed on what is occurring in your community and state-wide. Invite yourself to the table with your school district to do local and community planning. Offer to take community leaders on a tour of your program highlighting the quality improvements you are implementing. Suggest your program might be considered to be a site for a collaborative partnership and a preschool classroom.

These new initiatives are creating an increased demand for quality programming and professional development. Iowa AEYC is responding with expansion of the T.E.A.C.H. Early Childhood® program to support our workforce in earning degrees and credentials. Iowa AEYC's Accreditation Facilitation project provides technical assistance for those working on or considering NAEYC accreditation. Iowa AEYC chapters around the state are providing local leadership in all 365 school districts as communities implement this new preschool program. Let's continue to work together to provide the leadership for our field!

Barb Merrill

Quality Programs Use Curriculum as a Guide for Learning



The National Association for the Education of Young Children (NAEYC) has developed 10 standards that outline what all preschools, child care centers, kindergartens and other early childhood education programs should provide to nurture young children. One of the standards focuses on curriculum and the ways it guides programs and teachers in providing learning experiences for young children.

The term ‘curriculum’ is usually associated with older children, but a good curriculum is crucial for programs for young children as well. In quality early childhood programs, the curriculum helps define goals for children’s early literacy and math skills, as well as their physical and social-emotional development. Curriculum provides structure for teachers to plan a daily schedule and helps teachers effectively manage time and materials used for learning.

NAEYC does not prescribe or endorse a specific curriculum, but provides an outline of what a quality curriculum for young children should include. When visiting a preschool, child care or other early childhood program, look for signs of teachers using the curriculum effectively, such as:

Classrooms have a daily schedule and structure, including time for indoor and outdoor play, and transitions between activities. This routine comforts children and helps teachers manage time to give children varied learning experiences.

Teachers read aloud and children explore books on their own to develop early literacy skills. Teachers also use print in the classroom, such as labeling materials, and help children understand printed and spoken words.

Teachers help preschool and kindergarten children develop writing skills. Children practice writing and can see the alphabet when they write. Teachers are available to help children write and express their thoughts.

Children learn early skills in math through materials they see and touch. Teachers help them learn concepts such as sizes, shapes, and numbers and see these ideas in their everyday lives.

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If the program serves infants, they have materials to explore and touch to develop their sensory and motor skills.

Toddlers have opportunities to hear and respond to different sounds and words through songs, rhymes, and games that teach language skills. They learn words and ideas, such as fast and slow, that they can see in their everyday activities.

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Preschool children learn basic science concepts, such as characteristics of different materials, and learn by observing and touching. Teachers help children develop thoughts and ideas about these concepts and how they relate to the children’s experiences.

Children engage in group activities with teachers and other children, including play, games, and art projects, to help build social skills.

Quality early childhood programs use curriculum to provide structure and content that is essential for young children’s learning and development. To learn more about NAEYC’s Early Childhood Program Standard on curriculum, the NAEYC Accreditation system, and other important signs of quality early childhood programs, visit www.rightchoiceforkids.org.

We will focus on one of the NAEYC accreditation standards in each upcoming issue of the newsletter.

Iowa's Child Care Rating System Continues to Grow

Submitted by Jody Caswell from Iowa Department of Human Services Child Care Unit

The important task of finding quality child care is getting easier for Iowa parents as the Iowa Department of Human Services' Quality Rating System for Child Care continues to grow.

Since November more than 80 home-based businesses have joined the program and received a rating from one to five stars, bringing the total number of rated homes to more than 220. Licensed child care centers are also participating in increased numbers, with a total of 69 receiving a rating.

"The growth of this program highlights how important quality issues are to both providers and parents who are making child care decisions," said Jody Caswell, the program's project manager.

The rating system is voluntary and provides a roadmap for providers to make improvements by setting standards in staff training, education, safety, programming and communicating with parents. There is no charge for providers to apply and those receiving ratings can also get achievement bonuses of up to \$4,000.

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"I know the families I currently serve feel really comfortable and excited to know I'm providing quality child care and have been recognized," said Tammy Bormann of Connections Child Care in Urbandale. "I think when parents know about this program, it will help guide their decisions."

Bormann said people are becoming more aware of child care issues and the rating system will help keep the importance of finding quality child care in the public eye.

"This program is a win for parents, for the providers and most of all for children," she said. "And that's what it's all about."

Both parents and providers can learn more about the program by visiting <http://www.dhs.state.ia.us/iqrs/>

Iowa AEYC Open House



Over fifty Iowa AEYC members, partners, and friends celebrated the Week of the Young Child by attending an open house on April 20 at the new state offices at 5525 Meredith Drive in Des Moines.



Myths and Misconceptions about T.E.A.C.H. Early Childhood ® IOWA

Barb Merrill, Executive Director/Project Manager

T.E.A.C.H. provides scholarship contracts to support child care providers, teachers, and directors who are seeking degrees in early childhood education. We are hoping to offer bachelor's level scholarship options by fall semester, in addition to CDA and associate degree support. Call (515) 331-8000 or email us info@iowaaeyc.org for more information or an application.

Myth: "I want to take your T.E.A.C.H. classes."

Fact: We do not provide the education! We work with accredited Iowa colleges and support you as you earn college credits towards credentials and degrees in early childhood education.

Myth: "I can't succeed in college, I'm too old."

Fact: Most of our recipients are non-traditional students ranging in age from 18 to 65; all are working full-time in our field. Experienced providers and teachers often have more success in college as they are more highly motivated to succeed, and understand the field and their needs.

Myth: "As a director, I'm sure my center cannot afford this."

Fact: The center that can be flexible with scheduling of release time typically receives a check from T.E.A.C.H. every semester for \$100-300, after costs are covered in full. The required raise or bonus rewards a teacher after he/she completes education, and helps to ensure that the better educated teacher stays in your program. How can we afford not to?

Myth: "If I do my CDA without college credit, you cannot help me."

Fact: A limited T.E.A.C.H. scholarship provides support for the \$325 CDA credential application fee, and compensates child care providers and teachers with \$200 when they are awarded their credential. To be eligible for this scholarship, you must be working in a regulated child care or preschool, but you can complete your training hours through credit or non-credit offerings.

Myth: "If I apply for T.E.A.C.H., my children will not be eligible for other forms of financial aid."

Fact: Not only will you, your spouse, and your college-age children be eligible for grants and other forms of financial aid, typically need-based financial aid increases for everyone if a greater number of members of your family are enrolled in college. T.E.A.C.H. IOWA does require that you apply for financial aid through a Free Application for Federal Student Aid, but does not require you to be awarded a grant to be eligible for T.E.A.C.H.

Iowa AEYC Staff Attend T.E.A.C.H. Conference



Susan Russell, the newly elected NAEYC Governing Board president-elect and the creator of T.E.A.C.H. from Child Care Services, North Carolina, poses with Iowa AEYC staff at the annual national T.E.A.C.H. conference in April. From left to right are, Stacie Steveson, T.E.A.C.H. Counseling Specialist, Pat Dautremont, Administrative Assistant, Susan Russell, Susan Foster, T.E.A.C.H. Counseling Specialist and Barbara Merrill, Executive Director, Iowa AEYC/Program Manager, T.E.A.C.H. Early Childhood IOWA

Planning on attending the NAEYC conference in Chicago?

Looking for an less expensive form of transportation than flying? Join other Iowa AEYC members as they travel to Chicago by bus.



The bus will depart from Des Moines on Wednesday, November 7 and make a couple of stops along I80 in Eastern Iowa to accommodate additional passengers. The bus will return on November 10.

The cost is \$100 per person with a 40 person maximum. Reservations will be taken on a first received basis. A \$20 nonrefundable deposit is due at time of reservation.

Reservations and \$20 deposit must be received by July 31. Contact Rhonda Bancroft at 515-331-8000 ext. 12 or email rhonda@iowaaeyc.org for a reservation form.

National Women's Law Center Progressive Leadership & Advocacy Network

PLAN is a wonderful opportunity to take an increased role in advocacy and leadership, not only for Iowa but across the nation! Emily Moriarity, Iowa AEYC Public Policy Chair was selected serve on the 2006 PLAN team. PLAN brings together 20 up-and-coming advocates who have demonstrated a commitment to working in a professional capacity on issues impacting low-income women. In order to be considered to be a PLAN participant, you must demonstrate a commitment to low-income women's advocacy in areas such as health care and Medicaid access, child care and early education, and non-traditional education and training for women.



Participants attend a Fall Retreat for intensive networking, leadership training and skill-building; annual Spring Summits in D.C.; and ongoing collaboration with each other and NWLC staff on a variety of federal and state advocacy projects. Through these events participants become more effective advocates for women and their families.

For additional information on PLAN go to the website at <http://action.nwlc.org/site/PageServer?pagename=PLAN>

Iowa AEYC Spring Leadership Training



Over one hundred child care leaders from across the state enjoyed a six hour presentation on April 28 from Gwen Simmons, Director Affiliate Relations, NAEYC, entitled, "*Love 'em or Lose 'em – Getting Good People to Stay*". Gwen inspired us with techniques for retaining early childhood teachers using a combination of good management practices and helping staff feel important in their roles. Resources were distributed to all those in attendance. Training certificates with NAC re-certification credit were provided for the presentation.

Helping Children with Tragic Events in the News

With the recent tragedy at Virginia Tech, it seems like a good time to review some important information about children's reactions to news. Remember that children are always learning from TV, even if you think they are not watching. A child may be playing in or near a room where the TV is on and although the child may not appear to be watching what is on television, he is still hearing what is being said.

The following information is excerpted from an article written by Fred Rogers some years ago to help young children at these times. You can view the complete article online at <http://www.fci.org/viewproject.asp?ID={9DB13982-7CDA-4B30-9640-A845D4D0985F}>.

Tragic Events In The News

"When I was a boy and would see scary things on the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.'" – Fred Rogers

In times of community or world-wide crisis, it's easy to assume that young children don't know what's going on. But one thing's for sure, children are very sensitive to how their parents feel. Children sense when their parents are really worried, whether they're watching the news or talking about it with others. No matter what children know about a crisis, it's especially scary for them to realize that their parents are scared.

Scary, confusing images

The way that news is presented on television can be quite confusing for a young child. The same video segment may be shown over and over again through the day, as if each showing was a different event. Someone who has died turns up alive and then dies again and again. Children often become very anxious since they don't understand much about videotaped replays,

close-ups, and camera angles. Any televised danger seems close to home to them because the tragic scenes are taking place on the television set right in their own living room. Children can't tell the difference between what's close and what's far away... what's real and what's pretend... or what's new and what's re-run.

The younger the children are, the more likely they are to be interested in the typical news scenes of close-up faces, particularly if the people are expressing strong feelings. When there's tragic news, the images on TV are most often much too graphic and too disturbing for young children.

Turn off the TV

When there's something tragic in the news, many parents get concerned about what and how to tell their children. It's even harder than usual if we're struggling with our own powerful feelings about what has happened. Adults may be somewhat surprised that their own reactions to a televised crisis are so strong, but great loss and devastation in the news often reawaken our own earlier losses and fears...even some we thought we have "forgotten."

It's easy to allow ourselves to get drawn into watching televised news of a crisis for hours and hours; however, exposing ourselves to so many tragedies can make us feel hopeless, insecure, and even depressed. We help our children—and ourselves—if we're able to limit our own television viewing. Our children need us to spend time with them—away from the frightening images on the screen.

Talking and listening

Even if we wanted to, it would be impossible to give our children all the reasons for such things as war, terrorists, abuse, murders, fires, hurricanes, and earthquakes. If they ask questions, our best

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answer may be to ask them, “What do you think happened?” If the answer is, “I don’t know,” then the simplest reply might be something like, “I’m sad about the news, and I’m worried. But I love you, and I’m here to care for you.”

If we don’t let children know it’s okay to feel sad and scared, they may try to hide those feelings or think something is wrong with them whenever they do feel that way. They certainly don’t need details of what’s making us sad or scared, but if we can help them accept their own feelings as natural and normal, their feelings will be much more manageable for them.

Angry feelings are also part of being human, especially when we feel powerless. One of the most important messages we can give our children is, “It’s okay to be angry, but it’s not okay to hurt ourselves or others.” Besides giving children the right to their anger, we can encourage them to find constructive things to do with their feelings. This way, we’ll be giving them useful tools that will serve them all their life and help them to become the world’s future peacemakers...the world’s future “helpers.”

Helpful hints

- * Do your best to keep the television off, or at least limit how much your child sees of any news event.
- * Try to keep yourself calm. Your presence can help your child feel more secure.
- * Give your child extra comfort and physical affection, like hugs or snuggling up together with a favorite book. Physical comfort goes a long way towards providing security. That closeness can nourish you, too.
- * Try to keep regular routines as normal as possible. Children and adults count on familiar patterns of everyday life.
- * Plan something that you and your child can enjoy together, like taking a walk or going on a picnic, having some quiet time together or doing something silly. It can help to know there are simple things in life that can help us feel better, both in good times and in bad.

- * Even if children don’t mention what they’ve seen or heard in the news, it can help to ask what they think has happened. If parents don’t bring up the subject, children can be left with their misinterpretations. You may be surprised at how much your child has heard from others.
- * Focus attention on the helpers, like the police, firemen, doctors, nurses, paramedics and volunteers. It’s reassuring to know there are many caring people who are doing all they can to help in this world.
- * Let your child know if you’re making a donation or going to a meeting, writing a letter or e-mail of support, or taking some other action. It can help children to know that adults take many different active roles...and that we don’t give in to helplessness in time of crisis.

Iowa AEYC Conference Grant Recipient

The two-day Iowa AEYC State Conference was quite delightful!

Especially gratifying was the emphasis on the inclusion and acceptance of Home Care Providers. I understand we have always been welcomed, but having specific workshops geared directly to our field and the hospitality room where we could meet and socialize with other Home Care Providers from across the state was great. Many new friendships and contacts were made, which will serve to strengthen our network and reduce the feeling of isolation.

Thanks for paying close attention to the needs of the Home Care Providers. We strive to provide the same quality in our programs as center based staff. Looking forward to more of the same in October!

Shepherdess Suzanne Erwin-Holmes
Pastor, Learning of the Lord Revival Ministries, Inc; Executive Director , “*For I Was Hungered*” Outreach & Youth Services, Inc., Proprietor, “*Suffer Little Children To Come*” Home Day Care, Community Activist

Iowa's Early Learning Standards

Beth Walling, Program Manager Child Care Regulations, DHS

You may have heard that the State of Iowa has written and published Iowa Early Learning Standards (IELS) for ages birth to five years. These standards fulfilled a requirement of the federal government. Standards are “statements that describe expectations for the learning and development of young children...” (Early Childhood Education Assessment Consortium, 2003).

It is now important to guide early childhood professionals in using the standards. It is hoped that the document will assist you in better understanding what you may see in the development of young children and what you can do to encourage and support learning in each child.

With foundational knowledge that young children:

- * are born learning
- * learn best through responsive and consistent relationships with adults
- * learn through play
- * need cultural supports
- * deserve individualized care, resources and accommodations
- * should be observed and assessed on an on-going basis

these standards will assist you in creating a rich learning environment based upon the individual needs of each child.

The IELS will help to identify the knowledge, skills, motivation, and attitudes of children ages birth to five. The standards fall into six developmental areas, or domains:

- Physical well-being and motor development
- Approaches to learning
- Social and emotional development
- Communication, language, and literacy
- Mathematics and science
- Creative arts

One section of the document is devoted to infants and toddlers. And another section focuses on preschool aged children. But the writing groups of the standards were careful to bridge the developmental span of young children. Each standard has an explanation (rationale) of the research behind it, benchmarks (descriptions of knowledge or skills), examples of benchmarks, and caregiving supports.

The IELS will soon be available to download on the DHS website (www.dhs.iowa.gov) under Child & Family Services<Early Childhood Support. It is now available through the Early Childhood Iowa website at http://www.state.ia.us/earlychildhood/Iowa_Early_Childhood_Initiatives/index.html



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Upcoming Events

Iowa AEYC Governing Board Meetings - July 14, October 11, 2007
Cedar Rapids Chapter of Iowa AEYC, *Blast Off Conference* April 18, Grant Wood AEA
Iowa AEYC State Conference - October 12-13, 2007
NAEYC 2007 Annual Conference & Expo - Nov 7-10, 2007, Chicago, IL.

SUMMER 2007

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**Are you moving? Please notify
Iowa AEYC of address changes.**